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In order that both content and method of kindergarten teaching be brought into harmony with the progress of knowledge and with current demands, curriculum guides should be available and constantly under revision. The materials in this handbook are geared to help teachers in the performance of their important tasks.

The developmental characteristics of elementary children are given. The physical, social, emotional, and mental growth patterns are included for ages four through twelve. Methods are suggested for planning the first days in school. A descriptive account illustrates a good day in the kindergarten. The environment and atmosphere are important to a good program. A chart gives an overview of the curriculum needs of ages four through twelve in terms of skills, group functioning, self-knowledge, and knowledge of the world. The curriculum serves the physical needs of the children through physical activity and development of muscle coordination. Outlets for creative expression should be provided. Creative language experiences prepare for later learning. Learning in social studies, number concepts, science, and nature study can be advanced by projects, experiments, and excursions. Suggestions are given. Art and music activities are suggested that should incorporate participation and appreciation. Education in health attitudes and habits should be included in the curriculum. Games and group play are important to the curriculum. Suggestions are made for indoor and outdoor equipment.

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KINDERGARTEN Handbook

ED001858

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CURRICULUM LABORATORY

California State Department of Education

K I N D E R G A R T E N H A N D B O O K

A SUPPLEMENTARY BULLETIN

Prepared by

The Division of Elementary Education

Muriel Crosby
Assistant Superintendent

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

Revised 1962

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During the period 1951-1955 the Public Elementary Schools of Wilmington engaged in a city-wide in-service education program resulting in the achievement of a series of curriculum guides. While special production committees were established for each guide, each was truly a production of the total staff. It is impossible to list the names of all contributors to the original guides.

The Advisory Committee for the revision of KINDERGARTEN HANDBOOK is listed below.

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Hester Petty - George Gray
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FOREWORD

Much is being said these days concerning the population explosion with its implications for urban growth, housing, food supply and occupational opportunities. No doubt these matters will require careful study and adaptation of present conditions to new situations.

Education will be involved in all of these problems. No phase of living can meet the challenges of the immediate future without giving consideration to the instruction of children, the needs of young people and adults, and their adequate preparation for effective citizenship.

Beyond these matters, however, we are just beginning to comprehend the tremendous "knowledge explosion" going on all around us, in all areas of learning. We are told that every fifteen years the total knowledge of man is doubled. It is becoming increasingly difficult for one generation to understand the concepts, the writings and the methods of the generation just emerging.

Since this is so, it is imperative that suitable changes and revisions be made in the teaching and study guides prepared for our teachers. Materials acceptable five years ago must be replaced by others which embody the latest facts of science, geography and mathematics; the most recent findings of psychology and psychiatry; the newest developments in child behavior.

Both content and method must be brought into harmony with the demands of the century just around the corner. They must be oriented to the purposes deemed most significant.

The guides now undergoing revision must reflect the changes going on around us. Their preparation requires a forward look and a projection of progress toward new goals. Our educational philosophy must find expression in the setting of today's requirements. Means must be devised for the continuous advance of our patterns of teaching and learning.

It is our hope that the new materials will assist our teachers in the performance of their important tasks.

Ward I. Miller

The relative importance of kindergarten education in the total education of the child is receiving new examination and new emphasis. Traditionally, kindergarten experience has been recognized as a means of preparing the child for his subsequent life in the elementary school. This goal is a worthy one but the recognition of sound education for five year olds as a legitimate function of public school education is receiving increasing attention and support.

It is being recognized that education designed for five year olds has inherent value in itself and that one of the best ways to prepare children for the future is to provide a genuinely good educational experience appropriate to the needs, interests and abilities of "fives." If this objective is accomplished there is no better way to prepare children for later experiences.

KINDERGARTEN HANDBOOK provides some of the help teachers need in meeting the critical issues challenging the development of appropriate curricula for Wilmington's kindergarten children.

-------- Muriel Crosby

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CHAPTER I

ORIENTING PARENTS TO KINDERGARTEN LIFE[1]

A Teacher Talks to Parents

Together we begin a momentous year in your child's life; the first one he will spend in our school. It should be a happy growing time during which those of us concerned must cooperate in every way to make his first experience with school a happy one. Only when the home and school work together can the best results be obtained. This bulletin contains information and suggestions which may help you to participate in your child's wholesome adjustment to his school experiences.

Before Your Child Enters Kindergarten

A child has come a long way in his development by the time he enters kindergarten. He has learned a great deal - how to walk, to talk, to care for himself in many ways, and also many things about the world around him. You, your home and your neighborhood have influenced his growth and behavior. Now it is time for the school to begin to play its part in helping your child to learn, to further his growth, to help him become a happy, useful person. You, the parents, play a big part in getting your child off to a good start in school. Through working together, you will help me to understand your child's needs just as I will help you in meeting them in ways that are best for the child.

Early Orientation to Kindergarten

Even before the child enters the kindergarten parents can help him in developing a sound attitude toward school. Without presenting school as a "bed of roses," they can prepare him by explaining some of the activities of school life, even the fact of being without mother, how all the children will be with the teacher, and so on. The teacher respects the tie between mother and child. She is just as eager as the parents are to help the child become more independent. The understanding teacher encourages the mother to stay a while during the first morning of school. If the child is very timid the mother

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[1]Teachers who write individual school bulletins for parents will find this material helpful as a guide.

is encouraged to remain in school with the child until he is willing to have her leave him.

From his teacher a child needs security and affection. For the first time, unless the child has been to nursery school or Sunday School, each child has to learn to play and work among strangers. The teacher helps him to become a member of small play and work groups. In a well planned kindergarten this type of planning is given careful consideration. Later, group experiences will increase. The knowledge a teacher has about each child from the first day is important in laying foundations for sound development. In conferences before the opening of school, parents should tell the teacher everything that is of special importance for the child as well as his interests, abilities, and needs. Close cooperation between home and school can and should be established early.

The teacher tries to create an attractive, happy, and rich environment in the class room. Patience, practiced by both parents and teacher these first few days, will pay big dividends in the success of the child in school.

Preparing Your Child for School

Things Most Children Know When They Come to School

Full name
Address
How to get home from school
How to be independent in toilet habits
How to use a handkerchief
How to follow simple directions
How to put on and remove wraps with little help

Suggestions About Clothes

Mark all garments and galoshes with the child's full name.
Child should wear clothing that is easy to put on and remove.
Each child should have a smock or father's old shirt with the sleeves cut out, to keep himself clean while working with paint or clay.

Adjustment to School

Before he starts to school, try to:

See that the child has a chance to play with children his own age.

See that occasionally the child is supervised by someone other than members of his own family, in order that he will be prepared to meet new friends.
Bring the child to school for a visit prior to his registration.
Emphasize that school is a happy place so he will look forward to coming.

A Suggestion for a Letter to Be Sent Home Before School Opens

Prior to the opening of school, usually in the preceding spring, the teacher writes a letter similar to the one which follows:

Dear Parents:

We are happy to welcome your child to _____ School Kindergarten and hope a happy, successful year lies ahead.

Your child has been assigned to the session which begins at _____ and ends at _____. The opening day for kindergarten is Monday, September _____.

Parent-teacher conferences will be scheduled throughout the year at a designated time convenient to you. Whenever you feel the need for additional conferences please feel free to arrange for them.

We shall be happy to have you with us at our very active P.T.A. meetings. A full year lies ahead; we need your support and enthusiasm.

Sincerely,

Teacher of Five-Year-Olds

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CHAPTER II

THESE ARE OUR CHILDREN

Developmental Characteristics of Children in the Elementary School

Authorities in the field of child development have found that many children in each age group have similar physical, mental, emotional, and social characteristics. They have found that while all children differ, one from the other, their differences are of degree rather than of kind, and that children of any specific maturity level are essentially more alike than they are different. Their findings are reported in the following chart, We Grow in Many Ways, which may be of use as a guide in helping teachers plan an effective curriculum with their children.

In considering the developmental characteristics of boys and girls it should be remembered that any child may change radically in any or all aspects of growth during a year, and that variations in mental, social, and emotional development are as normal and at least as great as those in physical development.

Underlying all of the implied curriculum needs which parallel the developmental characteristics of children is the recognition of the basic need of all human beings - that of security. Since young children of elementary school age are dependent upon the adults of their world to create for them an environment which provides this security, the role of the teacher in fostering the best growth and development of each child is of extreme significance.

Meeting Social-Emotional Needs

It is important that a child be able to get along with other people and become aware of his role in his home, neighborhood, and school groups. In kindergarten, the children learn to work with groups. One way of doing this is through "conversation periods." Plans for cooperative work and activities are made during this time. Children coming from homes where they have not had to share toys and possessions with large groups of children learn to take turns in kindergarten. Priority rights are set by rules. At first, the teacher plays a large part in rule making but she constantly strives to give them increasing responsibility in making their own rules.

Other experiences emphasize how to be courteous to classmates, how to develop self-control in group situations, and why they should avoid hurting others. These are all part of the child's social development in kindergarten. Children are helped to work through ideas. Wherever a choice is required, the children are encouraged to make their own choices, if at all possible.

Emotionally they are striving toward independence from the adult but still need the constant reassurance of the adult's presence and concern for them. They are see-sawing between infancy and childhood and give much evidence of their need to be recognized as boys and girls but also to be understood as children.

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WE GROW IN MANY WAYS

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE FOURS	Need opportunity for plenty of activity Need equipment for exercise of large muscles Need occasional help but can usually eat, dress, and wash themselves Need frequent rest periods Want to handle blocks, clay, etc. Have developed preference for right or left hand Show fatigue by becoming restless	Want praise from adults Want to be helpful in work such as errands and easy jobs Are able to play with small groups	Like imitative play Prefer large toys Imitate behavior observed in adults and other children Often have the same dislikes and likes as their mothers	Are energetic, restless Are proud of their own work Are verbally critical of others, may tattle, may be interested in using "bad" words Communicate through laughter as well as speech May be boastful
THE FIVES	Need many physical activities using large muscles Need frequent short rest periods Are beginning to learn to control small muscles but are not capable of control needed for reading, sewing and other fine work	Still need adult approval Like to work and play with small groups Want opportunities for dramatic play Want to be helpful	Like to observe others Are home or self-centered in interests Are interested in immediate environment Have only vague concept of remote time or places Like to build with blocks, play with trucks, dolls, etc. Like stories of animals that behave like people	Are serious, businesslike May resume some earlier tension-showing habits such as thumb-sucking Want to be self dependent in matters of clothing, etc. Are cooperative and need adult support emotionally Are friendly, like to talk, but may call names Are curious and eager to learn
THE SIXES	Still need physical activities using large muscles Need rest periods Are eager, highly active, easily fatigued Are getting first permanent teeth - the sixth year molars Seem to be unusually susceptible to communicable and respiratory diseases Are in a period of great physical changes	Want to do things for themselves Want to express themselves through dramatization and imitation Want to work or play with small groups, but are not interested in highly organized games Want variety in work and play Ignore sex, race, and social status in choosing friends Want approval from teacher	Are beginning to assume responsibility for belongings Want consistent and orderly routine Enjoy dramatic play Enjoy stories and poems about animals, children, airplanes, etc. Begin to reach reading readiness at about six and a half years	Are highly emotional May be kind, helpful, friendly May be easily hurt by correction or disapproval May react by showing temper, crying, or hitting May be quarrelsome and begin to question authority May call names, argue, swear

WE GROW IN MANY WAYS, continued

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE SEVENS	Are growing at a relatively slow rate as compared to earlier period Still need many short periods Continue to be vigorous in behavior Need periods of rest Are losing their teeth Have better eye-hand coordinations and better use of small muscles Are easily tired Tend to have periods of calmness and self-absorption	Tend to be highly competitive Still seek approval of teacher in preference to peers Begin to join games on playground independently Choose games with boys and girls separated	Enjoy talking Have established speech habits Enjoy stories and poems about animals, children, magic, and fairy tales	Begin to apply abstract principles to fairness Have wide interests Are eager to please, but may set too high goals for themselves May be moody May retreat from too much direction by not hearing May worry about how others treat them Are able to play with a group and enjoy it
THE EIGHTS	May show much change in body proportions. May gain 3 to 5 pounds or grow 2 to 3 inches Show much interest in developing skills including those using hand-eye coordinations Like active games	Are at an age when the boys and girls prefer to work or play separately Choose their own friends and join in group activities Imitate friends Are not as dependent on teacher but are still sensitive to criticism	Are beginning to understand time and distance Like to build and manipulate Are eager to be considered grown-up; for example, disavow Santa Claus Are able to count by 1, 2, 5, 10, and able to tell time Begin to read faster silently than orally Can learn by rote but still learn best through activity Like jokes and riddles Add an interest in people of long ago and far away to reading interests	Are often gay, cheerful, curious about others Enjoy jokes, especially practical jokes Dramatize, often stretching facts Are critical of people, and may be demanding of adults Are noisy, especially when angry or tired Begin to want prestige in group and may seek it through boasting

WE GROW IN MANY WAYS, continued

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE NINES	Have approximately normal adult vision Enjoy activities requiring coordination of small muscles Want to acquire skill in games and sports	Show strong desire for group activity and group projects Have awakened sensitivity to social approval of group Begin to show sex modesty but still continue to play in groups with boys and girls separated Begin to pay more attention to choice of friends Accept responsibility for work and belongings Like camping	Make strong response to loyalty and patriotic appeals Can make change and tell time Are interested in other peoples and places Are perfecting skills in tool subjects Want to read for facts and are interested in adventure such as stories of the Wild West	Begin to recognize too much supervision as threat to freedom May have extreme emotional shifts Assume responsibility for jobs, want everything to be right Like competition Are able to respond well to compliments Are growing more independent and more cooperative
THE TENS	Show increased skill in use of tools requiring coordination Are interested in different kinds of play Have good muscular coordination	Begin to grow away from acceptance of adult direction and assert independence as individuals Like games in which boys play against the girls Are interested in hobbies, gangs, and clubs, especially with secrets Are clothes and hair conscious (girls only)	Are able to use much arithmetic in projects involving measuring, weighing, etc. Are interested in how things are made Are interested in books that are realistic. Like action, adventure, and facts (electricity, cooking, etc.)	Begin to form strong friendships with peers. (The child who has lacked emotional security has much difficulty with friendships.) Use language to express rights and feelings of others, being "fair" etc. Demand less time and attention, begin to prefer respect for increased maturity Are very responsive to praise

WE GROW IN MANY WAYS, continued

	PHYSICAL	SOCIAL	MENTAL	EMOTIONAL
THE ELEVENS	Are in a transition period between childhood and pre-adolescence Grow rapidly in weight and height (especially girls) Tend to be awkward if changing rapidly in weight or height Work hard at acquiring physical skills Tend to like rough games (especially boys) Tend to develop interest in other sex (especially girls)	Respect good sportsmanship Want prestige in own age group Enjoy having guests and visiting Have keen sense of competition Can work with a team Want to dress like their friends	Are interested in other people's ideas Want clubs with rules Cooperate well Develop capacity for thought and reasoning on problems of their own Enjoy books about adventure, mystery, etc.	Strive for independence Identify with peer group rather than authority Are eager to get along well in peer group May begin to show signs of beginning adolescence. (Girls mature earlier than boys.) May be demonstrative, eager to please Want pets. May develop a "crush" on horses, dogs, etc.
THE TWELVES	Grow rapidly with boys beginning to catch up with girls Are often awkward and self-conscious due to rapid growth Often have difficulty with control of muscles resulting in poor penmanship, etc. Like highly organized competitive games, but boys usually surpass girls in ability to run, etc. Show increased restlessness and need for activity Show growing interest in opposite sex	Enjoy community affairs Are interested in group activities Rate prestige within group more important than adult opinion Tend to change from "gang" interest to "best-friend" interest Have strong group loyalty Are interested in establishing independence from adult control	Are interested in earning money Are eager for new experiences Are curious about environment, especially odd things Take increased interest in hobbies, especially collecting anything Take pride in accomplishments Enjoy writing and receiving letters and writing for school papers,etc. Compare favorably with adults in ability to learn by rote Want to read adult books, try adult games, etc. Are interested in books of adventure and fantasies about great strength, mechanical objects, etc.	May begin a period of rebellion, especially if adult demands contradict peer values Want to establish independence May be moody, showing lack of self-confidence May be unstable in friendships Organize own games and cooperate well

Note: References consulted in charting developmental characteristics of elementary children appear below:

Association for Supervision and Curriculum Development, Fostering Mental Health in Our Schools, Washington, D.C.: A.S.C.D., 1950

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CHAPTER III

PLANNING FOR THE FIRST DAYS IN SCHOOL

The first day in school is one of those important "firsts" in a child's life. It is the first time many children have ever left the family group to join other children in a larger social situation. The teacher wants the children to feel that school is a friendly place and that they are wanted and welcomed. The teacher must be friendly, patient, understanding, and well organized in order to make these first days happy ones.

The School Room Environment

The room should be an inviting place with many things to do. For the first day, have a variety of materials available but not all of the work-play materials. Puzzles, picture story books, paper, crayons, doll corner, trucks, and blocks are easy to use and suggestive for the children's play. An attractive arrangement of flowers, fish aquarium, and colorful pictures on the wall help to create an interesting room. Above all, the room should look homelike and have a friendly atmosphere.

Receiving the Children

If at all possible try to see the children during pre-school examinations in the spring preceding the opening of school. Let them see the kindergarten. If a child in your present kindergarten has a sister, brother, or friend who will enter in September, let the child attend a half-session of kindergarten late in the preceding school year.

When parents have not pre-registered the child, they should register in the office and make appointments to confer with the teacher. A mimeographed slip with information as to times of arrival, dismissal, cost of milk, and other administrative procedures should be given each parent in the office.

Most children adjust easily. If a child cries and clings to his mother, invite the mother to stay for a while. Try to interest the child in some activity and when he seems to be free of fear, the parent may be able to leave. If the child cries after his mother has left and does not respond to the teacher, it may be necessary to have the office telephone and request that the parent

come for the child as soon as possible. On subsequent days, the mother may be requested to wait a while before leaving. Never force a separation between a child and his mother. It is wise to make the separation of a child from his mother as free of anxiety as possible, to insure a happy attitude toward going to school.

As the children arrive one by one the first day, they are shown where to put coats. They are then taken around the room to see all of the materials to be used and may select something they would like to do. After 30 or 40 minutes of this free play, the teacher invites them up close to her on a rug or on chairs. The teacher could call each child by name and make a pleasant remark about him as his introduction to the group.

After this, all are taken to the lavatory and shown how to use the toilets and where to wash hands. If the lavatories for boys and girls are outside of the room and a great distance apart, it is safe to have a Student Council member or an older child help the teacher escort boys and girls to and from the lavatories. In a room where a lavatory exists for use of both boys and girls very little problem exists as each child will be free to use the lavatory when needed.

Some Helpful Hints

Have a very short orientation period on where supplies are kept, how to use the easel, where blocks are kept. Never, never make a child clean up the first day without adult help. After a few days the child will learn to put things away with little help. If all a child wishes to do is watch, he should be allowed to do so. A short period with children sitting quietly and comfortably listening to music or just resting is a good idea for the first day.

If weather permits, the use of outdoor equipment should be encouraged. Children should be encouraged but never forced to use slides, a swing, or other equipment.

During the first week or so, no plans for mid-morning milk should be made. Anything can happen this first week. The children's actions and attitudes will largely determine the program. The teacher should be prepared with many ideas of things to do and how to do them, taking her cue from the interests of the group. Alternate periods of restful activities, short periods of activity, a story, singing, skipping or learning a song should be provided.

Every Friday for the first eight weeks at the beginning of the school year, the teacher arranges for a conference with the parent in the home. The children do not come to school on these days. At this conference the mother and teacher talk informally about the child.

The teacher gains a better understanding of the child in his home life and the parent and teacher become better acquainted. All during the year fathers and mothers are welcomed visitors to the kindergarten. From time to time special activities will be going on and the parents will be invited. Some of these may be:

Open House (see the school and meet the personnel)

Tea (getting acquainted)

Mommies and Daddies Day (parents come to school with their children and work with them)

Simple Children's Programs (in which children share what they have been doing)

P. T. A. Meetings

American Education Week

Prepared bulletins of interest and help should be given the parents from time to time explaining the school program.

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CHAPTER IV

A GOOD DAY IN THE KINDERGARTEN

The school day began with a few children in the room. Nancy and Richard were in a corner having a friendly chat while they put puzzles together.

Two children entered and said, "Good morning." They went to the reading table after taking off their wraps. They examined books and looked at pictures.

Clifton came over and gave me a hug. He said, "Look, I have on a new sweater." Of course, I admired it. I asked him if he knew the names of the colors in his beautiful sweater. He not only told me the colors, but also informed me that it was made of wool.

A few days before, I had read the story of "Pelle's New Suit." He had remembered this story about wool and how it was finally made into a suit. I was so pleased. He was able to understand and remember so clearly! He went over to the other children in the library corner.

Lamott and Richard had been building and rebuilding a log cabin out of blocks for a week. This morning they seemed to be working very industriously trying to complete the building. A fireplace had been placed on one side with Lincoln sitting before it. This must be the direct result of my reading to the class about Abe Lincoln who borrowed books and read by the light that came from the fire in the fireplace! These boys seem to like constructing and building.

I am glad I was able to give them another opportunity to use their imaginations. It is so satisfying to see them project ideas from our story-telling sessions. I wanted to give them the right kind of stimulation at the right time.

The idea of building a farm some day is a secret desire of Lamott's. He is finally beginning to confide in me.

Lamott and his friends said they needed my help. I told them how much I liked their cabin and how strong it looked. It also told me that they knew quite a bit about the way Lincoln lived.

By this time most of the children had come in and had become interested. We talked about homes and materials used in them.

Each in turn told about materials he recognized in the construction of his own home. We used some words we already knew and learned the names of new materials used in building houses. Richard brought a block, saying, "A brick is shaped like this."

Four children put on smocks, went to the table which had clay on it and started to work. They compared ideas and talked while they worked.

Penny was painting a picture. "It will be a picture of my favorite doll. I am going to dress her in red and blue with red bows on her hair. I think I will put flowers in the picture, too." She worked hard. I told her how much I liked the painting and that I'd put it on one of the bulletin boards when she finished. There was a smile of satisfaction on Penny's face.

The family is in the doll house sipping tea. After tea mother washes the dishes. Father is having a chat over the telephone. There also seems to be some family trouble. Sister is being spanked.

Margaret seized the doll carriage and rode the doll around the room, singing as she rolled the carriage. Corteze came to my side with tears in her eyes, saying that she wanted the doll and carriage. I asked Margaret if she would like to share the carriage since we had only one. They are beginning to understand that we need to take turns when there aren't enough things to go around. Margaret was happy as she shared the carriage with Corteze and both were playing again.

Rodney, Phelan, Jimmie, and Melvin are getting ready for a game of Ring Toss. They are having some difficulty marking off fifteen feet. I helped with the counting. Then the boys wrote the first letters of their names on the blackboard. The boys have learned to keep their own score and continue to try to count until they get up to twenty-five points. They are really demonstrating a wonderful spirit of team work. I complimented them on being able to use numbers in a meaningful way and also on their team spirit.

When I sounded a chord on the piano they knew that the signal meant the work period was over and it was time to clean up. The "inspectors" saw that everything was put in its place, and the room was put in order.

After a short rest period the children decided what they wanted to do next. The weather was bad so we had to remain indoors. They played some of their favorite singing games. Some of those were "Soldier Boy," "Do You Know the Popsicle Man?" and "Here We Go Round the Mulberry Bush."

They ate their mid-morning snack of milk and cookies. The children rested for a short time with their heads on the tables. Then we went over to sit on the rug to listen to a short story and sing some songs. Mercedes suggested we end the morning with rhythms. She likes to dance. The children turned into galloping horses, waddling ducks, hopping rabbits, spinning tops, express trains, tripping fairies, and fierce giants.

Another day was ended for these fives. Many of the children said, "We had a good time today." Others with smiling faces said, "I will see you tomorrow." They had many ways of letting me know they were anxious to return the next day for more fun and different activities.

As I sat at my desk after the last child had left I felt relaxed and happy.

They did have a good day. Why? Probably it was because some of the needs of five-year-olds had been met; they had freedom of movement and opportunities for self-expression. Definite responsibilities were assumed. There was plenty of opportunity for them to learn to get along with one another, a chance to use theirrvoices in singing and expressing themselves. They were learning to solve their own problems and to share ideas and materials. They worked separately and in groups, concentrating on the job at hand. They showed interest in many activities and were forming good work habits in carrying them out. They were in a happy, cheerful room where they were able to be released from unnecessary tensions.

As a kindergarten teacher I know that I cannot attempt to give the child all he needs now or later, but I do want to help him develop the ability to meet new situations. We try to give him practice in the skill of thinking through problems instead of telling him what he should think. The teacher of the fours and fives is interested in discovering the potential abilities of each child, and we try to plan many activities to take care of these many individualities.

We know the child must not be hurried into formal teaching until he is ready for it. However, the child must have a rich background of experiences and habit patterns that will make him eager for learning in the years to come.

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CHAPTER V

A GOOD KINDERGARTEN PROGRAM

Living in the Kindergarten

The kindergarten is a pleasant place. Entering the room during a work or play period, the visitor will observe a group of happy children working at many things simultaneously. There is a buzz of conversation coming from many work centers, and the teacher moves about from one group of children to another.

Several children at the table in the "clay corner" display varying degrees of skill in manipulation of this material. One may have made a flower, another a bowl. Perhaps one child just squeezes and smoothes the clay because it feels "squishy" and nice. The job of the teacher is to encourage the children and give them help when they need it.

Some children wearing aprons stand at the easel. One child has created a rainbow and is adding another color. Perhaps another child will only experiment with colors, placing one atop the other when his turn comes to paint.

In another corner a group has set up a housekeeping unit. The milkman is busy carrying milk back and forth to this house. Calls are being made on the toy telephone. The teacher joins the group and talks to the children about what they are doing.

Block play progresses elsewhere in the room. One boy may be giving directions while others help him build. The teacher observes and finds out that it is a hangar he is building for toy airplanes. Another child may build a dairy from which he takes the milk to the housekeepers.

In an alcove a group may be looking at story books which are clear and colorful. Others may be working puzzles. In this play way they are learning likenesses and differences. Another five-year-old pauses on his way to the easel to watch the builders. At a given signal, the children stop to listen; "Clean-up time." The children put away their various work materials and gather on the rug. Of course, three or four must be reminded again to stop work. Painters are given extra time to clean up.

It is frustrating for children to have to stop work at times; plenty of time should be allowed to help the child to accept the fact that a particular period is coming to a close.

The Setting

The room should be attractive. Along one wall space for the children's work should be provided since they are encouraged to decorate their own room. Child-size furniture is used. One corner of the room could be a "beauty-spot," perhaps a well selected print or flowers adding a bright accent to the room's appearance. Supplies in adequate quantities are placed on open shelves which are low enough for the children to reach and serve themselves. Many centers for work and play are in evidence. A book corner in one area is bright and gay.

Teachers need to know the types of possible experiences in the child's elementary school life and when they should be presented in order to plan a program that is suitable for the age group with whom they are working.

In the Foundation Guide, THAT WE MAY GROW IN THE ELEMENTARY SCHOOL, two charts depict an overview of the curriculum for the kindergarten-primary and intermediate levels. Copies of these charts follow and should be studied as a means of determining the major emphases for the kindergarten program. It will be noted that the suggested framework for learning through experiences encourages a movement from kindergarten through the sixth grade which takes the child through studies centered in family living in the home, the neighborhood, the city of Wilmington, the region, our nation, and the countries of other peoples whose living affects our own. These emphases may be expressed as:

Learning to become fully mature individuals

Learning to live in social groups

Learning to understand and participate in community life

Within each of these major emphases are found the moral and spiritual values which make man a responsible being.

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CHART I

OVERVIEW OF THE CURRICULUM OF THE KINDERGARTEN-PRIMARY LEVEL

BUILDING A CURRICULUM TO MEET THE NEEDS OF CHILDREN

through experiences centered in

	FOURS AND FIVES (Kindergarten)		FIVES, SIXES, AND SEVENS (First Grade)	SIXES, SEVENS, AND EIGHTS (Second Grade)	SEVENS, EIGHTS, AND NINES (Third Grade)
We Learn We Learn About How Groups Function Ourselves	in learning to express oneself in many socially acceptable ways	in the following ways:	in continuing to learn to express oneself confidently in socially acceptable ways	in expressing oneself with some skill in using familiar situations, reflecting a conscious identification of oneself with values and goals; reflecting confidence in oneself through experimentation with new materials and ideas	
	learning to live in a school group		learning to live in school groups in addition to one's own class	learning to live in many school groups, and with ease and facility in several	
We Learn About Our World	beginning to understand family life in the home		enlarging understanding of family life and its place in the neighborhood	continued growth in understanding family and neighborhood life with a conscious recognition of privileges and responsibilities of the individual and the group	enlarging the understanding of how we live in Wilmington, expanding and deepening the concept of "community", with some knowledge of Wilmington's past and some understanding of the relation of the city to the surrounding region
We Develop the Skills and Tools We Need	learning, and building a readiness for a more mature learning of needed skills and tools: language arts, arithmetic, science, social studies, the arts, health and safety	Continued throughout school in the	building a real readiness for needed skills and tools in all basic subject and social areas with emphasis upon the initial stages of reading	developing a foundation of skill and understanding commensurate with capacity, using basic subjects and social tools, reflecting: (1) adequate command of language; (2) knowledge of facts and understanding of the four fundamental processes--addition, subtraction, multiplication, and division--and ability to reason through problem solving; (3) facility in the beginning stages of reading including adequate vocabulary, power to attack new words through self-help techniques, pleasure in reading many kinds of materials with comprehension; (4) ability to live healthfully and safely; (5) developing powers of observation and critical thinking, and a foundation of information, attitudes, and skills in living in our cultural framework	

CHART II

OVERVIEW OF THE CURRICULUM OF THE INTERMEDIATE LEVEL

BUILDING A CURRICULUM TO MEET THE NEEDS OF CHILDREN

through experiences centered in

	EIGHTS, NINES AND TENS (Fourth Grade)	NINES, TENS, AND ELEVENS (Fifth Grade)	TENS, ELEVENS, AND TWELVES (Sixth Grade)
	in	in	in
We Learn About Ourselves	finding satisfaction in expressing oneself with skill through the use of many resources including language, music, arts, and crafts, literature, science and nature, sports and games; learning to live with oneself as well as with others through an identification of self with socially acceptable values and goals becoming aware of man's need for spiritual satisfactions; learning to understand the appropriateness of reverence and respect for man's many ways of satisfying spiritual needs; becoming increasingly able and eager to express one's ideas, belief, and creative ability in many ways		
We Learn How Groups Function	learning to live well in school and community groups; becoming aware of the interaction between school and community groups	learning to live well in school and community groups learning wider leadership roles in school and community groups; becoming conscious of the role of the school in community life	learning to contribute to and profit from group life as a member and as a leader under changing conditions; becoming aware of the forces that shape groups and their significance in living well with others; developing, consciously, those personal qualities which through group life bring satisfaction to the individual and group

CHART II, continued

OVERVIEW OF THE CURRICULUM OF THE INTERMEDIATE LEVEL

BUILDING A CURRICULUM TO MEET THE NEEDS OF CHILDREN

through experiences centered in

	EIGHTS, NINES, AND TENS (Fourth Grade)	NINES, TENS, AND ELEVENS (Fifth Grade)	TENS, ELEVENS, AND TWELVES (Sixth Grade)
We Learn About Our World	in understanding the role of the family in the life of Wilmington; understanding the relationship of Wilmington to the State of Delaware; understanding the relationship between Delaware and the surrounding region; understanding that the physical environment affects and is affected by man; understanding that life in some regions of the world is fundamentally like ours and that in other regions there will be many differences; appreciating the contributions of the past to our present way of living in Delaware	in understanding the role of the individual, the family, and other groups in a democracy; understanding the fundamental characteristics of life in the United States as they are manifested in our own community; defining current problems in American life as they are menifested in our own community; understanding the development of characteristics of and problems in American life through a study of the growth of our country as a great nation; becoming aware of "frontiers"--past and present--and what they mean in the development of our way of life in the United States; appreciating the contributions of the past to our present way of living in the United States	in understanding the role of the individual, and family and other groups in a democracy and becoming aware of how the role of each changes under other forms of government; understanding the need for "good-neighbor" relationships among the peoples of the world through an intensive study of some of the nations which because of conditions in the world and the child's interest seem appropriate; becoming aware of the reasons why a "good-neighbor policy" is essential on a world scale; understanding that in local, national, or world groups, "good citizenship" depends upon the quality of individual and group behavior in all aspects of living
We Develop Skills and Tools We Need	building upon the foundations of skills developed in the primary school in language arts, arithmetic, science, social sciences, the arts, health and safety; learning essential work-study skills in various subject areas which will facilitate the broadening of understanding and knowledge	developing increased competency in skills and understanding, <u>commensurate with capacity</u> in all basic subjects and social tools, reflecting: facility in the use of language (written and spoken); skill and understanding in the use of arithmetical facts, and fundamental processes; facility in problem solving through reasoning; adequate understanding and use of reading as a tool in meeting one's needs and interests, including appropriate work-study skills, adequate vocabulary, and power to increase vocabulary, through the use of self-help techniques such as phonics, context clues, others well-developed powers of observation and critical thinking; a foundation of information, attitudes, appreciations, and skills in living in our cultural framework	

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The Curriculum

The kindergarten seeks to meet the needs of four and five-year-olds. In planning the program, attention is given to the promotion of physical, intellectual, social, and emotional growth.

Physical needs include the improvement of muscular coordination. Vigorous activity for promoting skill in the use of large muscles demands varied playground equipment. Lively games and rhythmic activities which involve the whole body contribute to muscular development and coordination. The children run, walk, gallop, skip, and frolic to music. Sometimes they become flying airplanes, or swaying trees, or tiptoeing fairies. Coordination of the finer muscles comes more slowly. Much opportunity is offered for the manipulation of materials. Skills in control and use of hands and fingers are a prerequisite for handwriting which will be needed in subsequent years. Other activities calling for the use of these smaller muscles are clay work, finger painting, puzzles, painting, rhythm-band playing, and block building.

Good health habits are fostered. Independence in caring for physical needs such as managing his zipper, washing hands, going to bathroom, or buttoning his coat are important to the child.

The teacher watches the children as they work and play to detect any special abilities, deviations from the norm, major swings in attitude. A sensitive teacher can learn to spot the child in need of special attention. She can help a child over a temporary difficulty or plan for his adjustment over a longer period of time. The kindergarten can be the place to prevent or forestall the deeper behavior problems of later years.

Meeting Intellectual Needs

At the kindergarten level, problem-solving techniques are usually introduced. To adults, the problems of children may seem minor but they are real and, to the child, very important. Helpful is the teacher whose thought-provoking questions may help the five-year-old find the answer to the question, "How shall we get a truck from the garage?" when a child who has not left enough space in his block project tries to run the vehicle out.

Choosing is fun. Both adults and children must constantly make choices so the kindergartener chooses a helper, a story, the color of an article to be used in the room, or friends with whom he works or plays.

Since the interest span is short for youngsters of this age, careful planning and guidance of activities in terms of the child's needs and interests can contribute to his utmost development. It is important that children learn to complete what they start. Here, again, guidance must be given in the selection of tasks simple enough to be completed the same day or, for more mature youngsters, within a few days. During the first weeks of school there is a general tendency to "flit" from one activity to another. This, of course, is natural for most children.

Outlets for Creative Expression

A most important prerequisite for creative expression is the need to have ideas or feelings to express. A wide range of first-hand experiences will contribute to the child's background. Such experiences come through a trip to the store, firehouse, post office, or a bank with mother or with the class. In school, experiences include exhibits in the halls, cooking, building an airport with blocks, and many more which stimulate the child to express himself through free play, manipulative art, music, physical activity, conversation, and dramatization.

Another possible source of creative expression is through the use of wood with saws, hammers, and nails which develops into original ideas in construction work.

Use of large blocks helps the child express himself. Since block construction is very flexible, much can be achieved by using blocks to build houses and stores to play in, as well as bridges, docks, or garages.[1]

Creative Language Experiences

Speaking and listening are encouraged. Through language a child shares experiences, learns to listen to others, and is consistently developing new interests and new vocabulary. His vocabulary is built through identifying words with objects and experiences. He is given an opportunity to express ideas or feelings in his own style - even his nonsense words and sounds are given a respectful hearing. In doing these things, the child is developing a solid conceptual foundation which fosters later success in reading and other language arts.

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[1] See - Starks, Esther, B. "Blockbuilding" Department of Kindergarten-Primary Education, NEA
National Education Association
1201 Sixteenth Street, N. W., Washington, D. C. 1960

The child's readiness for reading is dependent upon his physical, mental, social and psychological development. Since each child matures at his own rate, readiness cannot be forced but should be developed through a carefully planned program based on his maturity level.

The kindergarten program should put emphasis upon the spoken word rather than the written symbol. Opportunities should be provided that help the young child to follow directions, to express his ideas, to observe carefully, and to listen and speak.

The following experiences which lay a groundwork for reading should be provided for kindergarten children.*

----Become acquainted with books of many kinds, learn to handle them appropriately, enjoy looking at the pictures, hear the stories, read and retell them.

----Have many first-hand experiences with people, places and things so that meaning is brought to the stories that are read.

----Have many opportunities to talk, share, discuss, create and explore in order for the children to broaden their vocabulary, exchange ideas, recall in sequence, listen with understanding, and express feelings and thoughts.

----Have many experiences in using muscle-coordinating movements and learning controls so that, as their bodies and minds mature, they gain control of muscles, movements, attention and concentration demands.

The teacher should read daily well illustrated books which give the child a clue to the sequence of the story. He often uses these pictures to help him recall the story.

Stories that have repetition of words appeal to the young child. He enjoys or often asks to hear the same story read many times. He should be encouraged to participate by completing repetitious phrases.

The teacher should not only read but tell stories. One advantage of telling a story is that the child is able to observe the facial expressions and gestures of the story teller.

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* Crosby, Muriel, Assistant Superintendent of Elementary Education, Wilmington, Delaware, Administrative Bulletin #23, February 23, 1961, The Reading Readiness Problem in the Kindergarten.

All types of poetry, nursery rhymes and jingles should be read. When the child has become familiar with them, let him participate by repeating them. Help him to listen for words that sound alike. This helps to develop auditory discrimination.

Often when a child paints a picture, he likes to tell a story about it. This helps to develop oral expression.

Attention should be called to recognizing the similarities and differences in objects in pictures; i.e., which is taller, shorter, larger, smaller, older, younger, which names of objects start with the same sound or end with the same sound.

Kindergarten children love to have the teacher read or tell them stories. The importance of an adequate and appealing collection of books at kindergarten level cannot be overestimated. Stories should be carefully selected and should never be too long. It is seldom advisable to read a story that must be continued on another day because little children often lose the thread of thought.

It is true that a story is an end in itself yet it may also lead to other types of activities. Dramatic play, retelling stories to others, rhythmic responses, illustrations and other types of interpretation may follow the story-telling period.

Every kindergarten should have a library corner where the children may go during their free time. In choosing books for the library corner, it is essential to have a wide variety to stimulate interest. Books should be of various sizes and shapes; picture books, story books, books about the home community, country, city, nature stories, and others.

Encourage the children to bring books from home to share with the class. These books may not always be appropriate for reading but usually you can show some of the illustrations or place them on the library table for a short period.

As the interest in stories and books increases, children will ask to take books home to have them read by members of their families.

Encourage children to have their parents or older brothers and sisters take them to visit the public library, where they can obtain reading materials, not only for the younger children but for the entire family.

SOCIAL STUDIES

Short units of work are used in the kindergarten. Activities are based on the child's interest and immediate experiences. This may be a

trip to a farm or to a firehouse. Trips should only be taken when there is a purpose for them. Long trips are not necessary for kindergarteners because their immediate environment offers so much to explore and to experiment with. Later these experiences will be re-lived through block play and dramatic play. Discussion, stories, songs give the child further opportunity to "tell back" what has been the meaning of his experience.

Number Concepts

All number concepts are introduced informally. Experiences are provided through comparison of large and small objects, numbers of the clock, shapes such as circles and squares, the terms "more", "less", "far", "near", "high", "low", "penny", "nickel", "dime", and others. The children play simple games that require measuring. Kindergarten children learn number concepts through their experiences, i.e., counting the number of children getting milk snack, number of children present or absent, songs about the calendar, finger plays and nursery rhymes.

Science and Nature Study

The five-year-old is interested in the "how" and "why." Kindergarten situations offer excellent opportunities to capitalize on this curiosity and interest. Through outdoor walks, simple experiments, care of pets, planting gardens, and sharing experiences, the children gain greater awareness of their environment. They learn about the seasons, the beauty of snow flakes, the patter of rain, the feel of warm sunshine. They are fascinated by things that move. They observe cars, trucks, trains, and planes and begin to see the special function of each. A beginning is made in their understanding of their physical world. These experiences are meaningful, too, because they are shared with other children of similar ages and experiences.

The five-year-olds are very interested in the world about them as their short lives have enabled them to come in contact with the natural and social sciences spontaneously. These children are enthusiastically alert to their environment and are ready to imbibe new ideas and knowledge.

Each community in the city offers many sources for social and natural science information; i.e.:

Buildings under construction
Grocery stores
Hardware stores
Ice Cream plant
Pet store
Vacant lots
Bakery
Filling stations
Park
Trees
Playground
Park police
Policemen

Excursion Planning:

The teacher and pupils should make careful preparation for a neighborhood excursion. The teacher must be familiar with the place to which she plans to visit. The children should be motivated to make them eager to seek information and make new observations and findings - through conversation, discussion, facts from books or previous experience. Permission should be obtained from the proper authorities and arrangements made in advance.

Most excursions within a neighborhood can be made on foot. Certain rules must be outlined before undertaking a trip. A good plan is to choose two leaders and two captains for the end of the line, making it clear that no one is to walk ahead of the leaders or straggle behind the captains. This is a good time to practice and observe safety and courtesy to vehicle drivers and pedestrians.

When a guide is furnished by the establishment visited, the children should understand his special purpose. They should be ready to listen and follow directions that may be given them. Many times "thank you" notes dictated by the children and written by the teacher are meaningful.

There are many science experiences which give opportunities for kindergarten children to gain information and understanding. These should be geared to the maturity of the group.

Some possible interests and experiences that may be developed during the school year follow:

Frost

1. Watch the white crystals on the grass on a fall morning. Note that frost forms on outer surfaces when the temperature is low enough to change the vapor of the fog into tiny ice particles. The sun melts the frost very quickly.

2. Breathe on a windowpane on a very cold day (near zero degrees). The droplets of moisture from your breath will freeze. This is frost left on the pane. The experiment can also be used to explain how rain is formed.

Ice

1. When the temperature is below 32°, observe a puddle or small pond. Note that ice forms on quiet water more quickly than on deep water.

2. When the temperature is near zero, put out a pan of water and watch the water turn to ice. (Could be done in refrigerator too.) Note needle-like crystals of ice appear then later freeze into a solid ice block.

3. Watch icicles hanging from the shurbbery and roof. Take one inside and watch it drip (holding over the sink). Note the icicle drips from the point. They are formed by one drop running down over the other drops and freezing there.

4. On a zero degree day place two bottles filled with water outdoors. Seal one tightly and leave the other unsealed - when frozen look at the bottles. Note the sealed bottle has broken. The bottle which was not sealed is whole, and a cap of ice has been pushed up from the bottle. Water expands when it freezes into ice.

Snow

1. Catch snowflakes on a dark surface. Note each snowflake has a beautiful pattern. Each has three or six points. Snowflakes formed at different distances above the earth are of varying shapes.

2. Fill a glass bowl with fresh snow. Bring indoors. Note snow turns to water. The snow filled the bowl, but the water does not. See dirt or soot in the water. Snow which has come through the air over the city will be dirtier than the snow which has come through the country air.

3. What does snow do for us?
   a. Provides opportunity for recreational fun.
   b. It covers the ground protecting the roots and seeds from hard freezes.
   c. Gives moisture for the land in the spring.

4. Watch a snowstorm. Note the little flakes cover the ground. The wind blows the snow on the ground and forms drifts. Snow is moisture dropping from the clouds. The flakes are formed high in the cold air.

Electricity

1. On a cold dry day, walk across the wool rug, dragging your feet as you go. Then touch another person or something made of metal. Note an electric shock results. Electricity is all about us. Electricity which is moving can be made to do many things.

2. Hold a piece of paper in your hand as you drag your feet across the rug. Note: Put the paper against the wall. The electricity will make the paper stick to the wall.

3. Turn on the light switch. Note the light goes on because the electricity is coming in through one wire, passing through the tiny wire filament in the bulb, the electricity rubs so fast that it makes heat and the wire gets hot and gives light.

Magnetic Attraction

1. Hold a magnet over some nails. Note the nails will cling to the magnet. The magnet has power to attract certain metals. Iron and steel are most easily attracted. Try many objects.

2. Place a nail in a tiny boat made of cork or paper. Move a magnet through the air immediately above the boat. Note the magnet will move the boat because of magnetic force. Magnetism is a force we cannot see.

Sound

1. Close your eyes and try to enumerate all the sounds which you hear. Note - talking, walking, automobiles, bells ringing, laughing, crying, sirens, wind sighing, etc.

2. Make a funnel out of a piece of paper. Talk through the funnel. Note your voice sounds much louder. It goes in one direction.

Sun

1. Follow the course of the sun through the day. Note in the morning the sun shines in the east windows, later near noon it is high in the sky, and later in the afternoon it shines in the west window.

2. Try to get away from your shadow. Note your shadow moves when you move.

3. Place one plant in sunlight, another in the dark. Check them at intervals. After a few weeks, note the plant in the sunlight is bright and green. The one in the dark is yellow and weak. Plants need light.

4. Place a plant in the window and after a few days turn it around. Note the plant turns itself toward the sun.

5. Touch a surface in the sun and one in the shade. Note the surface in the sun is warmer than the one in the shade. The sun gives us heat.

Fruit and Vegetables

1. Make a collection of different kinds of fruits. Note fruits vary in size, color and shape. Each fruit has a different name.

2. Cut several kinds of fruit open. Note every fruit has its own special kind of seed.

3. Bring fruits and vegetables to kindergarten. Taste them. Fruits and vegetables are good to eat. Name them.

Plants

1. In the fall bring in a variety of bulbs. Note all the bulbs are hard and dry. The different kinds vary in shape and size. Most bulbs are planted in the fall.

2. Plant bulbs outdoors in the fall. Watch them in early spring. Note that the green shoots appear almost before the snow disappears.

3. Plant some seeds in two different containers. Watch both. When sprouts appear, piece one in a closet and the other in the window. Water the one in the window. After a few weeks check the one in the closet. Compare and discuss results.

Science Books

Exploring Science - One - Thurber
Allyn and Bacon, Inc.
Atlanta, Dallas, San Francisco

The True Book of
Science Experiments - Illa Podendorf
Childrens Press
Chicago

ART

Art has a fascination and appeal to most children whether it be fantasy or reality. There is no other activity in which the maturation and physical development levels of the children are most discernible. The teacher's understanding of where a child is emotionally old physically is of prime importance, not only to the planning of art activities, but in all phases of the kindergarten curriculum.

It is not necessary for a teacher to be a talented artist to teach children art. The manner in which the experience is presented is most important. There are many effective methods. Each is dependent on the personality and needs of the group being taught. Art should provide a time for exploration and experimenting. To achieve this atmosphere, the teacher may discuss a new piece of equipment, demonstrate a new procedure, or read a story suggestive of images which might stimulate children's minds to various degrees of creative enthusiasm. It is very important for the teacher to be sincerely enthusiastic about the experience in order to stimulate enthusiasm in the children.

A successful, well planned presentation not only motivates the child to pursue his project enthusiastically, but also is an aid in classroom management and control. The teacher needs to be patient and allow time for the child to experiment and explore and resist the urge to "push" and "help" him. To try to help a child, by drawing for him, retards his creative development and makes him dissatisfied with his own efforts.

When the child's finished product is presented to the teacher for appraisal, she should be sincere, never laugh at his efforts or ask, "What is it?"

A safe thing to say is, "Would you like to tell about your picture or project?" If he is embarrassed about his work, it may discourage him from trying again. It encourages the child when his art is displayed in an attractive way and he receives recognition for his effort.

The teacher's actions and attitudes can be a determining factor in encouraging young children to express their own ideas in their own way. There is no place in creative art expression for stereotyped cutouts, patterns, stamped outlines or coloring books. They block the development of a young child's creative powers. Every art activity should be a creative experience which requires original thinking, planning and doing.

The following chart includes some suggestions for developing creative ability in children.

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Suggested Art Activities	Desirable Physical Outcomes
a) The association of art with feeling as well as with many visible forms. Feeling develops most when color becomes an essential part of the child's interpretation.	a) Not conscious of form, child creates and uses his own concept unrelated to reality. He changes his concept frequently. Size of things in relation to their importance to him.
b) Draw, paint, model and construct from memory and in conjunction with units of study.	b) Natural growth in appreciation of art through contact and experience.
c) Encourage large drawings made freely. Occasionally display work done by other classes on the same level.	c) Same as (a).
d) Encourage wide and free experimentation in many media. From wood he will make an automobile, a truck, or an airplane. A boat will have a sail made of cloth or paper, etc.	d) Visual and motor coordination now developing. Ability to tear, cut, fold, weave, paste paper, bend wire, braid yarn, drive nails, etc.
e) Allow children the pure delight of brilliant colors. Allow them freedom in drawing, painting and modeling largely at their own choice in their own creative way. Give class ample opportunity to use a great variety of materials.	e) Pure enjoyment of color. To distinguish colors. Sensory experience.

Growth Goals	Suggested Materials
a) Richer representation of the individuality of the child.	Chalk Paper Crayon
b) A closer observation of the environment which is meaningful to the child.	Clay Scissors
c) Proportions are not in relationship to nature. The child expresses importance by size. His art is judged not by adult standards, but by primitive and child-like standards. He cannot be hurried from one stage of work to another.	Tempra paint Newsprint Wood Corrugated paper Thin wood
d) No order in environment is expected, but an awareness of it is anticipated.	Textiles Scraps of cloth Yarn
e) Color is usually not related to objects. The child will choose his own colors regardless of their relation to nature.	Nails Seeds Buttons
f) Increasing coordination between mind and hand. This is the foundation of the art program.	Beads Paper bags Finger paint Wall paper Paste Etc.

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Music in the Kindergarten

"Music is very important in the life of the kindergartener. The little child is first helped to participate in singing. Encourage him to speak his words clearly and to sing with a nice tone. Folk songs are especially good for young children. Kindergarten children can learn to sing little rounds and do a bit of harmonizing. They can dance well; they can respond to any kind of music provided the playing of the music does not occupy too much time or fatigue them too much. A part of a Beethoven symphony is just as good in a kindergarten as it is in a senior high school or for an adult. The secret is in knowing what portion of the symphony to use and how much to play. The response to Beethoven, Schuman, or Schubert in the kindergarten will be largely rhythmic, but quiet listening can also be accomplished with this material.

"The kindergarten child can learn to appreciate music and sometimes tell what he thinks about it. Naturally he will do this in his own language and in a few words but more often, he will express his appreciation through activity of some kind, as in rhythm, dramatization, art materials. In short, there is a complete gamut of varied and fine music experiences for the kindergarten child if the teacher is wise enough to allow him to experience fully what is his right.

"All of us in our lives cannot show completely what we can do musically but we all have some musical response in our being and teachers must be ever watchful to guide and to guard but not to exploit these early evidences of power and richness which appear in the expression of their children. Since perfection is not our aim, this does not imply that we have no standards to achieve. It would be foolish to assume that the growth of the child and his potentialities are not always of prime importance."[1] This growth will constitute the standard.

Under the guidance of the teacher as many activities are given as is possible for the children to experience both musically and rhythmically. Because it is a recognized fact that all groups are different, musical plans must vary with each kindergarten class. Children sing when they play games and during dramatic play and dress-up time. Often they "make-up" songs about things they have experienced. They interpret rhythmic and musical sounds of life about them; the passing of a fire-engine, the whir of an airplane, the sounds of ducks or turkeys. Children in the group hear and respond to live and recorded instrumental music; they may be flying birds, fairies, or elephants . . . . dancing or perhaps just listening

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[1]Portion from a Foreword of A Music Bulletin for No. 13 School, 1951-52. Clarke Maynard, Supervisor of Music Education, Wilmington Public Schools, Wilmington, Delaware.

"because the music is soft, pretty, and delightful." In some instances they can make their own music with rhythm instruments, by tapping on the floor, or clapping blocks together. Frequently the teacher sings to them, and by watching their faces can tell whether the song is pleasing to them or not. If a piano is available in the room often it is desirable to gather around this for group singing experiences, but a piano is not a requisite for this type of group singing.

So often children bring to school songs they have learned else-where. They are encouraged to share these either in a group or in a solo performance. Try to see that each child has the opportunity to share with his classmates those musical experiences which are his very own.

The kindergarten program itself is a rhythm, with alternate periods of activity and rest in its recurring schedule. Each child in the group is urged to find his own rhythm in everything he undertakes. Children need music to play, space in which to move, good music to hear, experiences to express, songs to sing, and opportunities to create. If the teacher has a good time during rhythmic activities the children will enjoy them with her. Certainly at times the teacher should participate with the children, entering into their movements and playing with them.

Although there are set times for rhythmic activities during the week, at almost any time rhythmic responses enter into the program.

It seems that the real value of musical expression in the kindergarten lies in the opportunity it provides for spontaneity and freedom. It is really a result of a mood which expresses itself in terms of a song or rhythmic movement which needs immediate satisfaction.

It is certainly the responsibility of the teacher to plan the environment and organization of the room in such a way that the children will have an equal opportunity to express these natural musical interests with satisfaction and pleasure. The guidance in any musical experience depends entirely upon the teacher's knowledge of the needs of the child and the children concerned.

Early in the year the kindergarten has no period set aside labeled "music." The children's interests are largely individual. It is a period of getting acquainted and trying new materials. Yet, music is evident in their work and play as they sing a familiar song a child knows, or a chant or singing talk. Out-of-doors, space, and apparatus again give the child a chance to stimulate rhythmic play. It is not usually long before the children themselves ask for music. It is not long before they realize that this is the time when they have an opportunity to try out ideas - rhythmic, dramatic, or a combination of both. It is better to have small groups working together; otherwise, children must wait too long for turns.

Experiences in Rhythmic Movement

Movement is the first normal fundamental reaction to any musical experience. When it repeats itself in any pattern we have rhythmic movement. Five-year-olds are very active and thus enjoy activity for its own sake.

In the early years of childhood the music of children should be such that it is at first the child's response according to his own rhythm, rather than a set pattern for him to respond to. Simple, clear, and accented music is used. The piano is an important piece of equipment but it is possible to have many valuable experiences without it by using drums, rhythm instruments, wood blocks, the songs themselves, or any other tone or rhythmic device.

Another type of rhythmic movement is tied up with dramatic play; for example, playing airplane, using the climber, being a fire-engine, an animal, or an automobile. The first thing to understand is that in musical development, each child sets his own pattern and pace encouraged by his classmates and the teacher.

Fundamental rhythmics are: walking, skipping, hopping, jumping, sliding, clapping, and animal walking.

Music for Listening

Children cannot be expected to sit quietly for any considerable length of time to listen to music. Bodily responses seem to be observed in their first appreciation of music. One of the primary aims of experience in music appreciation is the development of a real liking for fine music through listening and, of course, through bodily responses. As the year progresses the child learns to listen for certain sounds; listening for a change in rhythm, recognizing the appearance and the sound of certain instruments (triangle, bells, and others), hearing the loud and soft sounds, and listening to a story told by words of a song.

Singing Experiences

There are hundreds of appealing songs which five-year-olds seem to enjoy learning and like to sing again and again. So often during activity time children sing familiar songs as they go about their work. It is not unusual for a song to be created as they engage in activities alone or in a small group.

Conversational singing where the teacher asks a question, and a child tries to match her tone by singing the answer is fun.

It is a game and, of course, good practice in matching of tones. Children learn simple songs and try to imitate the teacher. It is not uncommon to find volunteers for solo singing of familiar songs but this should not be required; a child must be willing to do this. It is important, however, to encourage the attitude of willingness.

Selecting the song is most important. First, it should be meaningful and within the five-year-old's interest. They like animal songs, seasonal songs, songs about the home and community. At first the songs should be very short (one or two phrases) and lengthened as the child matures. If songs are long they should contain repetition. The key should be suited to the group. Sometimes a couple of keys should be used, for more comfort to all. Throughout the song, rhythm should be definite.

Teaching a Song

All songs should be clearly and accurately presented by the teacher. Do not strain children's voices but encourage light and happy voices. Remember that a child should be comfortable. A familiar song may be sung at any time. When learning a new song all children should be encouraged to sing the song.

Usually a new song is introduced with some conversation. The teacher simply sings it to the children. It may be sung four or five times the first day, but always encourage the child to sing along with you. Perhaps this may be done for several days. Often appropriate motions are used in teaching the song, such as those associated with The Spider. Teach the song as a whole to small children rather than phrase by phrase. When a new song is added to the class's repertoire, it should be sung for several successive days because children forget songs if they are not sung from time to time. We do not always teach a whole song to children, even though it is the preferred method. Sometimes if the song is too long we cut it at a proper place and then sometimes we do have to work it phrase by phrase, depending upon the sensitivity of our class. In general, we use the piano only after the children know the song. It is hoped that the child does not become too dependent on the piano for carrying a melody.

Creating Songs

Children often create songs in their work and play. The pattern is simple as is the melody. As the children mature they are able to create a group song.

Playing Rhythmic Instruments

Formally organized toy bands which once flourished in kindergarten are no longer recommended for five-year-olds. Rhythm instruments, however, have many values for children. Through their use, children learn to use the ear and keep time, recognizing the tone qualities of different instruments, and share in the fun of playing in a group.

It is more effective to introduce a couple of instruments at a time and, of course, to demonstrate the tone qualities of each one before giving it to a group. Every child should have an opportunity to try all of the instruments at different times.

Music Tells Stories to Children

Music suggests ideas for children to interpret. We encourage children to create their own individual responses. Of course this naturally depends on the amount of time they have with music, and many kinds of music offered in the kindergarten program.

How do we tell stories to children in music? First of all we have music that makes a pattern such as skipping and walking. This can later be developed in making a floor pattern of what the music tells. Then we have story and picture music, such as making a picture of a dog or a dance right on the floor.

The primary aim of experiences in music appreciation is for the child to develop within himself a real liking for fine music through hearing good music and responding to it. The greater the variety of exposure to beautiful music, the more joy to be found in the sharing of musical experiences.

HEALTH

The health program in the kindergarten should build the habits, understandings, and attitudes necessary for children to function as healthy personalities. It should help them become physically fit and emotionally secure. It should identify the school more closely with the home.

A child so young is always on the go; he tires easily but does not recognize that he needs rest. Physical activities should involve use of the larger muscles, skipping, jumping, hopping freely with no emphasis on form. Plan the day so that a child will not be tired when he is using finer muscles in stringing beads or cutting. He should have adequate rest and relaxation.

The teacher should be alert to detect signs of illness which are sudden in their onset. Use all source materials available regarding the health of a child. If a health card is available it should be used; further information may be gained during a parent-teacher conference. Keep a record of height, weight, vision, and consult the school nurse frequently. Try to identify handicapped or gifted children early so that proper provision can be made for them.

Home Relationships

The training in the home is reflected in the schoolroom. Much can be gained by having individual conferences with the parents where valuable information on the child's health habits and personal attitudes can be reported. Often the parents see the child in a different light. In this the parents are really acting as guidance counselors to the teacher.

SAFETY

In school, plans are always being made to insure the safety of children. Much of the responsibility is given to boys and girls themselves under competent leadership. Children should know their home addresses and the name of their school and grade. Early in the kindergarten, children can be taught safety rules for the room and playground and for going to and from school. Hand in hand with these primary rules are such things as the safe way to use tools and playground equipment and the use and care of toys.

The final safety responsibility is really that of the adult. It can be a demonstration of teacher affection with its resultant security for the child.

CONCLUSION

The foregoing description of what constitutes a good kindergarten program is conclusive evidence of the fact that kindergarten teaching is far more than merely "keeping children" for half a day. The kindergarten teacher has a great responsibility. Dependent upon her sympathetic guidance, children can move on in their school life as well adjusted, enthusiastic youngsters. In parent relationships, the kindergarten teacher can stimulate a lasting parent interest in what transpires in the child's school life. Her role is that of guide and leader of children; for many children she is that important "first teacher" and as such becomes associated in the child's mind with what a good elementary school is like.

Art Books

Hoover, F. Louis, Art Activities For the very Young From Three to Six Years, 1961.
Davis Publications, Inc.
Worcester 8, Mass. $4.85

Bland, Jane Cooper. Art of the Young Child, 1957.
Museum of Modern Art
New York, N. Y.

Music Books

The American Singer - Book I
American Book Company
New York, N. Y.

Birchard Music Series - "Kindergarten"
Summy-Birchard Publishing Company
Evanston, Illinois

American Folk Songs for Children - Ruth C. Seeger
Doubleday and Company, Inc.
Garden City, New York

Music for Young Americans - "Kindergarten"
ABC Music Series - American Book Company
New York, N. Y.

The Kindergarten Book
Pitts-Glenn & Watters
Ginn and Company
New York, N. Y.

Rhythms

(Very good for dramatization)

Rainy Day)
Out-of-Doors)
The Chugging Freight Engine) Young People's Records, Inc.
Three Little Trains)
Trains and Planes)

Nothing To Do)
Sunday In the Park) Children's Record Guild

Childhood Rhythms - Series One
Ruth Evans
Box 132, P. O. Branch x
Springfield, Mass.

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CHAPTER VI

SOME IMPORTANT ASPECTS OF A KINDERGARTEN CURRICULUM

While all experiences which a child has in and out of school are important in developing a good learning program, some aspects of the curriculum are especially important in the child's development. This section of the Kindergartener's Handbook describes some characteristics of play activities, blockbuilding.

Play Is Our Business

Generally, our fours and fives are having their first prolonged experiences with a group. In games and other play activities their attention span is short, but love of repetition frequently prolongs their interest. They are outstandingly active and have a love of rhythm and imitative play. Through dramatic play they take the roles of father, mother, and other adults in their world who are important to them. Through watching a young child at play, the alert teacher is able to read in his behavior the problems and desires which he is unable to express through language. Play is truly work for the child, the medium through which he grows and learns.

In developing the curriculum it is wise to remember that to help muscular development keep pace with structural development, activity predominates: running, jumping, climbing, suspension. Children at this age should have opportunity for creative experiences. Directions must be simple, with much of the play conceived and directed by the children.

Types of Games for the Fours and Fives

Imitative - such as "leap frog", wherein children get opportunities to be a leader or a follower while developing varied muscular skills.

Team - to foster group cooperation, such as "Cat and Rat", "Musical Chairs."

Interpretive - such as simple dramatizations of winds, "Puppets on a String", racing horses, with musical or rhythmic background.

Fast action - such as running, chasing, climbing, jumping, wherein emotional release is valuable. The large part of our children's activities fall in this category.

Miscellaneous games - depending on general physical and emotional development of children, such as "Simon Says", which is a good game to control and direct impulses.

Games for Schoolroom or Playground

Circle or group games in which all children do the same activity:

Singing Games

Here We Go Round the Mulberry Bush
Looby Loo
Blue Bird
Sally Go Round
Go In and Out the Window
Hickory, Dickory, Dock

Circle Games which contain choosing and being "it"

Soldier Boy
Farmer in the Dell
New Farmer in the Dell
Did You Ever See a Lassie?
Do You Know the Muffin Man?
Charley Over the Water
Oats, Peas, Beans

Circle or Group Games, where partners or three or more children dance together

Skip to My Lou
How Do You Do, My Partner?
Danish Dance of Greeting
Paw-paw Patch
A-Hunting We Will Go

Quiet Games

Who Has Gone from the Room?
Simon Says
I Say Stoop (variation of "Simon Says")
Do This, Do That

Games for Playground or Gymnasium

Squirrel in Tree
Cat and Rat
Slap Jack
Squat Tag
Crossing the Brook

Imitative and Dramatic Play

Pantomine (action without words)
Select simple life activities within range and experience of the group, i.e. Play in Snow, Fireman, Milkman, March Winds, etc.

Racing games (Children may race like rabbits, ducks, cats, toad hop)

Stunts

Duck Waddle
Pussy Cat
Rabbit
Elephant Walk
Toad Jump

Rhythmic Activities

Children naturally respond to music with large muscle activity. They enjoy walking, skipping, running, hopping, sliding and all other natural activities.

When these fundamental rhythms are introduced with imitative expressions, pantomimic rhythms are produced and we have hopping rabbits, galloping horses, fierce giants, clumsy elephants, circus horses, spinning tops, fairies, and the like.

Values in Play

Many important learnings are stimulated through play. The first of these learnings is centered in the building of good mental health. Through play the child is able to project his worries and express his feelings in constructive ways. Play is an emotional release for the child. The development of good emotional and mental health is as important as is the development of good physical health. Play helps develop a healthy child.

A second significant learning stimulated through play is centered in social relationships. Through play the child learns to work with his friends, to share, to lead and follow, to give and take. He learns to respect others as well as himself. The values that come through cooperative effort begin to take shape through play activities.

Growth in the command of language is a third learning centered in play. The young child likes language. He is fascinated by sound. Every aspect of the language arts program is fostered through play. The wise teacher uses play as a valued learning instrument in the kindergarten curriculum.

Block Building

Blocks seem to offer the most varied and continuous possibilities for satisfying play. They are used constantly in dramatic play. Playing with blocks goes on continually throughout the year. At first one child may play alone or two may play together. At the beginning of the year simple building usually will satisfy the child, but as the year goes on more elaborate buildings develop. The child's own interests and experiences suggest the content of his building. The children may come to the teacher for help in working out plans or the teacher may help the children work out a better method of construction, such as putting in a window or building a floor, if the child's needs warrant it.

In the beginning of the year a child may work only five or ten minutes at a time, and what he builds is usually planned as he builds it. The blocks are carried from place to place or they will be piled in stacks of irregular masses. This usually happens before any form of construction really begins. During this time a child is having an experience no less real than his later one when adults can recognize the result as illustrating actual problems in balance, construction, design, or representation. The early experience holds value because of the chance to gain acquaintance with this particular building tool by manipulation and by using various forms and various spaces.

Soon the child uses blocks as a means of carrying out a definite plan; his interests become more prolonged and what he builds is more purposeful. Many times interest will keep a group building for several days on a project, then the structures are left standing. Among the many things a five-year-old builds are schools, farm houses, garages, bridges, railroad stations, and airports. He always builds what his experience stimulates him to build.

Skills in Block Building

Block construction seems to follow broadly three or four lines of

development, especially as regards techniques and skills. In these early years blocks are comparable to such materials as crayons, paint, or clay. For indoor work units blocks are usually used. They include units, half-units, double units, quadruple units, pillars, triangles, curves, switches, cylinders, and cubes. From the basic block unit by multiplication or division all the other forms can be made, except the cylinders or curves. The cylinders conform in height to the unit and posts. The curves are of similar width and thickness. A child soon discovers that two one-half unit blocks equal one large unit; or two long quarter units, called "butter sticks" by the children, equal one-half unit block.

One problem in block building is that of bridging, of setting up two blocks, leaving a space between them and roofing that space with another block. It is difficult to space so that the third block will fit and bridge the space. Many children put four or six blocks together so that a space is completely enclosed. This is repeated many times once it has been learned.

When a child is able to see blocks as building material which is capable of being put together in an orderly arrangement, many methods and patterns suggest themselves. As the child becomes older there is a steady increase in imagination, facility and elaboration of design. When the child has acquired facility in the use of blocks, buildings of balance and decorative pattern begin to appear. Lastly the structures take on function. The garages sell gas, the bridge crosses a river, the trains go to stations - give people rides. Here the structures become enriched by the dramatic play and the children begin to use their block buildings for the purpose of re-creating their learning experiences.

When a child who has had little experience with block building comes into the group of more experienced fours and fives he seems to follow the same pattern of development younger children do, but passes through these stages at a more rapid rate of speed. What he does and how he does it varies with each child.

References

Johnson, Harriet, The Art of Block Building. New York: 69 Bank Street Publication, 1943, 43pp.

Hefferhan, Helen, Guiding the Young Child. New York: D. C. Heath, 1951, 338 pp.

Starks, Esther B., Blockbuilding, Washington D. C.: Dept. of Kindergarten-Primary Ed. 1201 Sixteenth Street, N. W. 1960, 13pp.

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CHAPTER VII

SUGGESTED EQUIPMENT FOR KINDERGARTEN FOR FIVE-YEAR-OLDS

The needs of fours and fives have already been discussed in previous chapters. The standards for evaluating and selecting equipment to meet these needs are based on the needs and interests of the young child.

Why have equipment and materials? There are many reasons. Perhaps the first one is that young children express their ideas and feelings about the world of people and things around them by means of different kinds of equipment and materials better than spoken words. For instance, more can be expressed by children through block building, working with clay, hammering, painting and dramatization than by conversation.

By using various media of expression young children are learning to adapt to life and to participate fully in living. They soon discover how to live with one another, develop control over inanimate objects, learn relationships, and develop qualities necessary to achieve their own goals. Under the guidance of the teacher, these children are helped to set their own standards and measure themselves by their own yardsticks.

Indoor Equipment

Indoor equipment should be sturdy, attractive, usuable in more than one way, and washable. The following list contains basic materials, but many variations may be had, depending on the needs, interests of the children, and the amount of space available.

Blocks

These are the single, most important item in a kindergarten and most costly. Hard wood is better than soft wood because it does not splinter. Avoid varnish or shellac or paint as this tends to make them slippery.

Solid-Unit Blocks. One complete set for each group.

800 - 1000 unit blocks - 10-24 shapes

80 half units
180 units
140 double units
48 quadruple units
26 floor boards
56 pillars
24 small cylinders
20 large cylinders
48 triangles
1 Gothic door
4 large buttresses
50 one-quarter pillars
48 large triangles
10 circular curves
10 elliptical curves
12 quarter circles
32 half unit pillars
8 ramps
2 circular arches
2 half circles
1 Y switch

Playboards

Six - $5\frac{1}{2}$" x 3/4" x 48"

Hollow Blocks

About 36, sizes as follows:

12" x 12" x 12"
12" x 12" x 6"
24" x 12" x 6"

Preferably with hollowed out handles

Materials Used with Block Building

Wedgies made to scale with blocks, 1/12 actual size. These are made with wood and latex (rubber).

Figures, animals, and fruits are available. Typical ones are:

Trucks, airplanes, boats, trains
Doll House furniture
Animals
People
Boxes
Colored cubes
Wooden train

Push Truck or Dollie

Storage of Blocks and Other Equipment

Blocks and materials for block play should be stored on low open shelves so that it is easy for the children to take them out and put them away. At best, storage should be some place in the room where there is plenty of floor space so the children may build easily. Do not put blocks in closets or in covered boxes. If one is going to have shelves made for such storage it is wise to put casters on the shelves so they may be moved quite readily and easily. Shelves like these often make good partitions for dramatic and housekeeping play.

Size of shelf - 36" high, 6' or 8' long, or to fit wall space,
12" depth - divisions of 24", 12", 48"

Housekeeping Equipment

Sturdy doll bed
Sturdy doll coach
At least two rubber or wooden dolls
One large box or chest of drawers (for doll clothes, dishes, dress-up clothes)
Dishes
Cooking utensils and stove
(Stove - 23" long, 11½" deep, 25½" high)
Broom, dustpan, brush, small mop (handle cut down to child's size)
Ironing board, iron, shelf under ironing board for iron and clothes
Clothes pins and one rope
One washtub and washboard
Two toy telephones (dial type)
Round and square tables and chairs
Refrigerator (12" wide, 12" deep, 38" high)
One rocker
Two sets of milk bottles and carrier

Additional Equipment

Hot plate

Kitchen Unit

One big pot
One small pot
One large spoon
Pot holders
One measuring cup
One tablespoon
One teaspoon
Several plates (add to when need arises)

Art Materials

Newsprint - 24" x 36"
Finger paint
Clay - kept in zinc lined drawer in the container
Crayons - a few, ½" x 3/4" diameter
Assorted paints, poster colors
Paint brushes - large, 3/4" - 1" wide
Small brushes (#7). All of these should be within reach of the child.
Sink in room (if possible)
Small jars for paints
Oilcloth to cover table for clay or a clayboard or newspaper
Glazed finger paint paper
Scissors - 1 dozen (½doz. blunt, ½ doz. sharp #5)
Paste
Construction paper - manila, 9" x 12" - 12" x 18"
Construction paper (thin) - assorted colors
Construction paper - assorted 9" x 12" - 12" x 18"
White shellac - 1 pint
Small cans of real paint
Sponges
Old towels
Tongue depressors for mixing paints and for use in the paste jar.

The Room Library

A colorful, quiet spot in the room where the children may go in groups or individually to look at books or to hear a story should be selected. A low round table, with comfortable chairs, is most desirable. Many books, such as picture books and picture story books, should be provided. Nearby should be a low shelf for the storage of these and supplementary books.

Teachers will also need some space for the storage of books not in use, and for her collection of books which she uses with the children.

Some Sources for Selecting Books

Your school library and librarian

Curriculum Center, Board of Education, 511 W. 8th St. Wilmington, Delaware

Association for Childhood Education, Book List, Washington 4, D. C.

The Horn Book Magazine, Boston, Mass. ($3.00 per year)

Wilmington Public Library, Wilmington, Delaware

Yearly book lists from known publishers or newspapers: New York Times, Herald Tribune, Children's Review

Science Material

Young children are curious. They love to handle things, take them apart, touch them, and manipulate them.

Suggestions

Aquarium	Keys	Nuts and Bolts	Shells
Window Box	Screws	Thermometer	Magnifying Glass
Magnets	Rocks	Ruler	
Locks	Mirror	Pulleys	

Water Play

Tin cups	Soap	Rope	Rubber hose
Wash tub	Boats	Clothes pins	Sieves
Buckets	Corks	String	Drying rack

Music

Music is another way in which children express how they feel. Rhythm bands per se are not usually recommended for the four and five-year-olds, but many and varied music experiences are essential.

Radio	Sticks	Bells
Piano	Triangles	Wood blocks
Victrola	Home-made drums	Cymbals
Tom-tom	Television (where possible)	Teacher's voice
Good records		

Some Sources for Suitable Records

The music teacher on your school staff will help you locate appropriate records.

Wood Working

Young children love to manipulate hammer, saws, and nails, and to use the vise. A good work center requires:

A good work bench - vise
Soft wood - 36" x 4" x $\frac{1}{2}$"
36" x 6" x $\frac{1}{2}$"
Nails - various sizes
Four hammers
Two large saws - cross cut
One file
Sandpaper
Screwdriver
Dowels - 1 or 2 inches in diameter
One pair pliers

Furniture

There should be as little furniture as possible in a kindergarten. Several small tables, with no drawers, which are easy to move and stackable are desirable. Chairs of proper size are needed for work at the tables.

Bulletin Boards

To display children's work. Pictures hung low enough to reach child's eye level.

Outdoor Equipment

Much of the equipment listed for indoors is equally as good when used outside. Other outdoor equipment follows:

Fixed Equipment

Slide - suitable size
Horizontal and climbing bars
Covered sand box - 1000 pounds, sieves, shovels, pans and buckets

Jungle Gym
Sewer pipes set in concrete base
Six Play Boards: 3 - ½" x 48" x 3/4"
3 - ½" x 52" x 3/4"
(Storage shed for such - durable and with a ramp)

Kegs

6 - 15" high by 12" diameter
1 - large packing box, 35" x 23" x 16"

Ladders

3 - rungs, 8" apart with rubber cleats at the base

44" x 12" 54" x 14" 64" x 14"

Saw Horses

6 - made of pine or fir

2 x 12" high
2 x 16" high
2 x 20" high

Legs 2" x 3"
Braces for legs - 2" x 3"
Long support -
2" x 3" x 20" or 22"

Saw Horses with Ladder Rungs

Rungs 2" x 3", 6" apart - corners and edges rounded

Walking Boards

3 - 10' x 12" x 1" thick
End and center cleats

Wheel Toys

Such as wagons, tricycles, and wheelbarrows

Balls

Large, rubber

Climbing and Chinning Ladder

8' length, height 48" to 54"

Conclusion

Good equipment and materials facilitate the development of a good program. The teacher plays an important role through planning the program with the children, selecting materials and guiding the children in the use of equipment and materials. It would be unusual for any kindergarten to have all of the equipment and materials listed above. The ingenious teacher builds up her resources through the planned acquisition of equipment and materials over a period of time. She is also always on the look-out for scrap materials which are valuable because they can be used in so many ways.